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REPORT ON THE DEFENSE LANGUAGE INSTITUTE.

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A SUMMARY IS GIVEN OF THE LANGUAGE TRAINING ACTIVITIES OF THE DEFENSE LANGUAGE INSTITUTE, ESTABLISHED IN 1963 TO TEACH THE GLOBAL LANGUAGE REQUIREMENTS OF THE DEPARTMENT OF DEFENSE TO U.S. MILITARY PERSONNEL AND ENGLISH TO FOREIGN ALLIED MILITARY PERSONNEL. THE REPORT DESCRIBES THE AUDIOLINGUAL METHODOLOGY AND APPROACH USED IN ITS INTENSIVE TRAINING PROGRAMS IN 65 LANGUAGES AT ITS CENTERS IN MONTEREY, CALIFORNIA AND WASHINGTON, D.C., AND IN CONTRACTED INSTITUTIONS. ALSO SUPPLIED IS INFORMATION ABOUT ENGLISH LANGUAGE PROGRAMS CONDUCTED IN 48 COUNTRIES FOR MILITARY STUDENTS WHO WILL ATTEND U.S. MILITARY SCHOOLS OR WHO MUST KNOW HOW TO OPERATE AND MAINTAIN EQUIPMENT EXPORTED UNDER THE MILITARY PROGRAM. GENERAL COMMENTS ARE MADE ABOUT EFFORTS TO PROVIDE EFFECTIVE SUPPORT FOR LANGUAGE TRAINING--(1) BY INVOLVING FACULTY IN PROGRAMS DESIGNED TO INCREASE PROFESSIONAL EFFECTIVENESS, (2) BY KEEPING INFORMED OF THE LATEST DEVELOPMENTS IN THE PROFESSION, AND (3) BY COOPERATING IN LINGUISTICS MATTERS WITH CIVILIAN, GOVERNMENT, AND INTERNATIONAL ORGANIZATIONS. IN ADDITION, THE REPORT REFERS TO THE DEVELOPMENT OF PROGRAMS OF INSTRUCTION AND MATERIALS FOR ITS REGULAR LANGUAGE COURSES, BASIC CONVERSATIONAL MATERIALS FOR OVERSEAS PROGRAMS, AND A PROTOTYPED EXPERIMENTAL SELF-INSTRUCTIONAL COURSE IN FRENCH. THIS SPEECH WAS DELIVERED AT MODERN LANGUAGE ASSOCIATION ANNUAL MEETING, CHICAGO, DECEMBER 29, 1965. (AB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Report on the Defense Language Institute

(A presentation made at the Eighteenth Annual Meeting of the Modern Language Association of America, Palmer House, Chicago, December 29, 1965.)

Mr. Chairman, colleagues and friends.

I am told that there is a total of eleven thousand Association members assembled in this city today. I should like this afternoon to bring that portion of this tremendous assemblage which is gathered in this auditorium face to face with an unseen audience of one quarter million in uniform who are likewise concerned with languages, and hence merit your attention. The Defense Language Institute which I represent has a mandate to train that number of men to better acquit themselves as military language students overseas. Such training merits your attention because each of you should have a professional interest in what the Department of Defense is doing to produce a quality training product; more specifically, as a tax payer, you must be interested in the total bill you pay and what you receive for the dollars expended. As I speak to you this afternoon, and as the hours and minutes of this day draw to a close, the cost of one day's military operations taking place in Vietnam exceeds by far the total annual budget allocated to the Defense Language Institute (DLI) for this global language effort. We operate annually with approximately ten million dollars.

As one who has spent some thirty years of his professional life in foreign language activities, including teaching on a university campus, as a diplomatic and cultural officer in the foreign service of this government at many posts overseas, and as administrator of foreign language programs in Federal agencies in Washington, I welcome this occasion to address professional colleagues in this field. I propose in the short time available to me to present a brief status report of our Defense language program.

Sir Francis Bacon philosophizes in one of his essays: "Reading maketh a full man, writing an exact man, and conversation (or conference) maketh a ready man." You and I are interested in the preparation of our language students that they hopefully possess all three arts. The nature of our military commitments, however, dictates that primary importance for the military man be placed upon the third, the "ready man."

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This does not mean that we minimize the other arts. However, the spoken skills preoccupy us most heavily. The "ready man" may be represented in the person of the American naval attache in Paris who must negotiate in French with his French counterparts and sufficiently well and diplomatically in order that President de Gaulle may not dislike us any more than he does at present; at the other end of the spectrum, it may be the soldier in Vietnam for whom a survival level in Vietnamese may critically determine or not his safety and that of his platoon. And since an anchor man on the Association's agenda must face the problems peculiar to all as the meetings draw to a close, namely homeward-bound concerns of participants, the packing of bags, and scurrying to meet plane schedules, I shall be brief, informative and articulate, I hope, in what follows.

The Defense Language Institute is the major language teaching activity in the world today. Our language training faces both to the academic world and to the military world. Organized to serve the global language requirements of the Department of Defense, in this endeavor the Institute continually seeks professional excellence in support of its many programs.

Prior to World War II, the Army and Navy required very few foreign language-trained personnel and had no formal training programs. With the needs of World War II upon them, both the Army and the Navy established language schools. Universities (including I am sure many represented here today) were called on to provide additional language training for military needs. One important development during the war was the application of intensive training to language. This intensive training, using early audio-lingual techniques, significantly reduced the time previously required to teach foreign languages. A refined version of this method, which has been widely adapted by other language training institutions, remains the DLI training method.

But World War II did not end requirements for military personnel who could speak foreign languages; instead, ever greater requirements were generated in the post-war era. Defense commitments, resulting from alliances such as NATO and SEATO, from the Korean war, Vietnam today, and the Military Assistance Program, require more than 1 million servicemen to serve outside the United States and in more than 100 countries.

The period of World War II saw therefore each military service setting up at that time its own language training. The Army established a school in Monterey, California; the Navy operated a school in Washington. In the early 1950's, the Air Force established its own program to provide training through civilian sources, principally university contracts, notably at Syracuse, Yale, Georgetown and Indiana.

In 1962, Congressional interest caused the Department of Defense to examine the proliferation of similar language training programs. To manage this program, the Defense Language Institute was established slightly over two and one half years ago in July 1963.

The program has two major areas:

1. Foreign language training for U. S. military personnel.

2. English language training for foreign allied military personnel.

By itself, the first item, full-time foreign language training under DLI direct control, is an effort of tremendous magnitude. It has responsibility for training approximately 100,000 Americans in uniform for service around the world from Japan to Saudi Arabia, from Sweden to South Africa. DLI directs two Branches, one in Washington and one at Monterey, California. The West Coast school is the world's largest intensive foreign language training center; approximately 3000 students at one time study 29 different languages in a full time program. We have established there the center for course development for all foreign language programs. The East Coast school is operated to satisfy Defense requirements for language training in the Washington area. This is principally for personnel being assigned as attaches, to military advisory groups, and to embassies--all of whom receive other supplemental training in Washington. DLI in addition exercises a control over military language training contracted for at Indiana University and Syracuse University, and the Foreign Service Institute of the Department of State.

DLI Methodology

The Defense Language Institute follows the audio-lingual concepts in teaching languages to the full-time students. Indeed our methodology has seven characteristics, namely:

1. DIRECT: Instruction is solely in the foreign language. Instructors talk in the language and do not talk about the language.

2. INTENSIVE: Students attend 30 class hours per week, that is six hours per day, five days a week in addition to three to four hours daily of home preparation.

3. SPOKEN LANGUAGE EMPHASIZED: DLI has a mandate to train personnel in spoken communication skills. This does not mean to imply that reading and writing skills are neglected. However priority emphasis is given to the development of speaking facility.

4. INDUCTIVE: Grammar and syntax are learned by analogy; no formal grammar as such is taught.

5. STRUCTURAL: Common speech patterns are acquired and made automatic through repetitive pattern drills in many forms.

6. SMALL CLASSES: Class sections of a maximum of eight students afford the optimum situation for individual learning. Generally our section size is limited to 6 students.

7. NATIVE INSTRUCTORS: Instructors with native fluency provide instruction. At Monterey as in Washington our teaching faculty of 525 represents solely educated native speakers of the language taught in the classroom.

DLI treats language acquisition as a complex set of automatic habits and psychomotor skills. In our controlled approach to learning a language, all courses are divided into three phases.

1. The elementary phase treats phonology and enables from the outset the student to learn to discriminate and reproduce the sounds in meaningful phrases.

2. Phase two emphasizes structural or grammar elements through memorization of patterns and drills. This is the morphological or syntactical phase.

3. In phase three the student is ready for free application of the language; he rapidly expands his lexical item control, and the reading and writing skills which had not been emphasized in earlier phases. Area or civilization study of the country is also heavily stressed in this phase.

By full-time training we mean -- and this is where military requirements markedly differ from most academic language training -- we mean that an individual is in the classroom six hours a day, in courses ranging in length from 3 to 12 months. Outside required daily preparation is substantial. The student is assigned to us solely for the purpose of training in a language. At any one time approximately 7000 men in uniform undergo such training. This is a luxury you can ill afford.

As of this moment we are conducting training in 47 different languages. But during the course of the coming year we shall teach as many as 65 languages critical to Defense needs. Russian has the largest requirement; Vietnamese is second this year for obvious reasons; then Spanish; Chinese; German; French; Korean; and Arabic. These eight languages account for 75% of our total language training. Thirty-nine other languages comprise the remaining 25%, including Afrikaans, Cambodian, Hausa, Hebrew, Malagasy, Polish, Portuguese, Thai and Urdu.

Every course under DLI supervision has an approved set of course objectives. They indicate in detail what the course is designed to do and how it is to do it. This includes the language skills and the proficiency level to which the skills are to be developed. Programs of Instruction for each course outline how the courses are to achieve the objectives, and, finally, the course materials fill in that outline. DLI materials are developed by our full-time course developers.

ENGLISH LANGUAGE PROGRAM

English language training, the second major area of our concern ranks equally as important as the foreign language training. This latter training, reaches approximately 100,000 foreign military students each year in 48 allied countries.

Providing English training for allied forces was a natural, and necessary, outgrowth of the Military Assistance Program. Through it several requirements for English are created. First, some 15,000 foreign military students attend U. S. military schools each year. These students must understand English sufficiently well to benefit from the training if funds are to be effectively used. Second, whenever our Military Assistance Program exports military equipment, it must also export the technical knowledge to operate and maintain the equipment. Therefore, thousands of allied foreign soldiers, sailors, and airmen who may never see the United States must still know English to read our technical manuals and operating instructions. The job of translating this material into the languages of their countries required would be overwhelming. One example of the mass of material involved is the F-104 aircraft. The technical manuals for this aircraft contain three million words. Therefore DLI assists in the establishment and operation in many of these countries of an English language school in order to language qualify in English their own military technical personnel.

The English Language School at Lackland Air Force Base, Texas operated by the Air Force is the focal point for all military oriented materials for English language training. This school prepares English materials, tests, equipment, and trains instructors for overseas programs. Thus its foreign assistance is of high quality and effectiveness. Foreign military students who require English training are sent there before attendance at technical or professional schools. Six hundred students from a host of allied countries follow intensive 3 month English language programs there.

English training is of major interest to several other government agencies beyond the Department of Defense. These include of course the Department of State and USIA. DLI maintains liaison with these agencies and with civilian organizations in support of English activities. Our participation includes:

Participation in formulating a U.S. government policy on English Language training which affirms the highest level of government interest in supporting English programs overseas.

Secondly setting up and helping support Volunteer English Teacher training course for wives of government officials going overseas so that they will have some knowledge of how to help with English training.

Someone has rightly asserted that English is our most wanted most telling export product. The Department of Defense has a major stake in providing high quality training in this area and is assuming an increasing role to improve America's English teaching activities throughout the world.

In order to provide effective support for language training, DLI must keep abreast of all developments and important advances in the professional language training community in applied linguistics, and in the psychology and technology of learning, whether they be in the military, in other Government agencies, in the academic community, in industry, in the U. S., or abroad. Such advances have been particularly rapid in the past several years due to the stimulating effect of federal financial support for Modern Foreign Languages through the National Defense Education Act of 1958. This Association meeting today in Chicago in large measure enjoys the fruits of that legislation. We, therefore, maintain close liaison with all agencies and organizations involved in these fields.

The research and standardization portion of responsibilities lies more specifically in the area of quality control throughout the Defense Language Program. We are particularly concerned with the areas of test and measurement instruments (whether they be aptitude, achievement or proficiency) text materials, training aids, equipment and facilities, and instructional methodology and techniques. These apply to English as a Foreign Language as well as to the foreign languages themselves.

Our efforts in these areas include tests and evaluations to determine the utility of all such materials for our use. We also provide staff supervision and professional guidance in the research, development, procurement, and incorporation phases as a part of DLI approval and standardization. So far, we have established standards for aptitude tests, proficiency tests, for language laboratory equipment and portable tape recorders for use in language training.

In the area of course development we provide text and taped materials in some 35 languages for courses ranging in length from 120 hours to more than 1,000 hours. Text writing as you well know is a very costly and time-consuming activity which requires a team of specialists if proper quality is to be obtained. Even after the material is written, it has to be taped and field tested. Almost all course writing

and development is done in order to minimize the problems of costs and quality control. In addition, material for intensive courses of this type and length is not generally available from other sources. You will be interested to learn that a recent evaluation of DLI materials by consultants to the American Council on Education has made liberal recommendations to colleges and universities respecting course credits for those students who successfully complete our intensive courses and who wish to apply, once out of uniform, to your college or university for completion of an undergraduate degree.

In addition to development of our regular intensive courses, we are currently developing a new series of basic conversational materials for use overseas by military personnel. This is a part of DLI's responsibility for technical control over the spoken language series of the U. S. Armed Forces Institute (USAFI) - which were pioneer efforts of prime quality during World War II. Materials of 120-hours each in six languages (French, German, Italian, Korean, Spanish, and Chinese-Mandarin) will be distributed through USAFI in the coming calendar year. We call these courses OLTP for Overseas Language Training Program, for they are designed to standardize materials and to meet the needs for basic conversational skills in overseas commands.

We are exploring the new and promising field of self-instruction or programed instruction in which the learning materials are presented to the student at his own learning rate in such small steps that it is difficult not to succeed. Such materials in other kinds of learning, such as mathematics and electronics, have been generally successful both in the academic community and in Defense training programs. However, self-instruction in spoken language skills is especially complex in comparison with other types of knowledge and skills, for it involves both concept development and the simultaneous development of psychomotor skills.

Because of the shortages of competent instructors and the wide deployment of military personnel, effective self-instructional materials are needed to fill many gaps in training. We envision no attempt to replace the live instructor but rather to provide effective self-instruction where no qualified live instructor is available. We do not believe in total immersion or sleep learning and I assure you we have run tests on all the magic pills which proclaim instant language learning. We have examined existing self-instructional courses but have found none so far which meet our requirements. We have cooperated with other Government agencies in the formation of a clearinghouse of information on self-instructional

language materials and techniques. We are also developing a prototype self-instructional language course in French which will be designed to meet our requirements and which will include the how-to-do aspects of building such a course in other languages. These activities are being carried out through contracts with the Center for Applied Linguistics. CAL has become the focal point of applied language activities, and has already gained an international reputation in the six years of its existence. We are proud of our association for the Center already has been very helpful to DLI in other projects as it draws on the best resources available in the academic and linguistic community on a world-wide basis. We recognize the need for unbiased evaluation of our program by outside experts. DLI is already benefiting from the findings of the first CAL projects of this type namely in Portuguese and Arabic. We also plan to use this technique as a basis for standardizing all of our text materials and methodology.

Another important ingredient to an effective program is continuing professional training of faculty in order that they reflect the rapid advances in applied linguistics and related fields. Our faculty does not live within a military microcosm. As a part of our program of professional development we send several faculty members each summer to attend the Summer Linguistics Institute sponsored by the Linguistic Society of America (last summer at Indiana University and this summer at University of Michigan).

Our instructors are educated native speakers, but it takes much more than an educated native speaker to be a fully qualified language training professional. We also realize the need to provide a balanced mixture of practical scientific linguists who understand American thought patterns, language patterns, and cultural behavior patterns. A well-balanced team approach is the only valid one to meet contemporary needs.

Perhaps the first area in which DLI exercised bold and effective leadership early in its existence was that of language laboratory equipment. We recognize the importance of this student practice equipment as a primary and indispensable training aid in any effective and contemporary language training program. Our intensive programs require two hours per day of the student in the language lab. As an integral part of training, this individualized group facility for practice and coaching offers the student a greater chance for success, but is no guarantee in and of itself.

Since 1958, the Department of Health, Education, and Welfare has dispensed millions of dollars of Federal matching NDEA funds to schools for the purchase of language laboratory equipment. However, establishment of Federal standards and controls in this state and local aid program was prohibited by law. The situation became so chaotic in this part of the electronic industry that HEW obtained the cooperation of the Electronic Industries Association and published recommended specifications for voluntary use by industry, by states, and by local schools. Before this technical guide was published in 1963, DLI took these specifications and improved on them further.

By being the first to coordinate bulk procurement of language lab systems and portable dual-channel tape recorders for our needs, DLI was the first to put real teeth in its specifications. Industry did bestir itself to furnish equipment that is of superior quality to that it normally sold to schools, colleges, universities and to Government agencies. DLI, therefore, achieved a procurement that advanced the state-of-the-art, that provided technically superior equipment, and that saved money. For example in 1964 procurement for 23 language laboratory systems and 730 portable tape recorders which would have cost $511,834 resulted in our contract through two-step competitive procurement with industry, and cost only $320,224 for a saving of 37% or $191,610. Today when acquisition of a gleaming new language lab represents for a school or college a status symbol just as a swimming pool in suburbia, it behooves us to consider and buy quality, and resist the blandishments of the equipment manufacturer who may catch the unwary.

I would like to add just a word about interagency and international cooperation in linguistic matters.

This Association (MLA) meets once a year; in Washington we have an Association which meets once a month. DLI participates regularly and actively in the Interagency Language Roundtable, an informal and unofficial monthly forum for the exchange of ideas and information. No minutes of meetings are kept. In spite of its nature, or rather because of it, quite a bit of important business of mutual benefit is carried on through this arrangement. Some 15 active agencies represented are: FSI, USIA, AID, CIA, Peace Corps, HEW, FBI, and two non-government organizations, CAL and HumRRO. Also, representatives often come from NSA, Marine Corps and Air Force Headquarters, and occasionally West Point and Annapolis.

We have also enjoyed excellent liaison and cooperation with military language training programs of allied nations, such as Canada, United Kingdom, Germany, Greece, France and others, including the NATO grouping. We have exchanged course materials and tests which have been very helpful. Take for example our need for a German Military Dictionary. DLI found that Germany had the data in a computer. Within two weeks' time, the Germans furnished us a complete, authentic, up-to-the-minute dictionary. This is an example of international cooperation, and we ourselves saved a year of research activity.

We have provided guidance upon request to the bilingual training program of the Canadian Government for their defense and civil service personnel. These, than, are a few of the areas in which we are exercising international cooperation in language related fields.

In an earlier century John Locke once affirmed: "A man who possesses a language other than his own is a man twice armed." We all earnestly pray that in the military our end product, well trained as a "ready man" to communicate effectively in a foreign tongue, is a man twice armed for peace. You too I know share in this fervent desire that his talents be directed towards peaceful communication among peoples wherever he may be stationed.

Your anchor man has reached the tape, baton still held firmly, really not winded. My thanks to each and every one of you for your attention. I wish you God speed as you return to your schools and campuses, and may you all have a professionally-rewarding 1966.

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